

Quality Progress Report (QPR) For North Carolina FFY 2018

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 1576

☐ N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 0

☐ N/A

Describe:

During the 2018 federal fiscal year only Department of Defense (DoD) child care programs following DoD standards were considered exempt in North Carolina. To receive subsidy payments these programs were to notify the DCDEE that they were following DoD standards if they wanted to participate in the Subsidized Child Care Assistance Program. No DoD programs contacted the DCDEE to receive subsidy payments October 1, 2017 to September 30, 2018.

c. Licensed center-based programs # 4454

☐ N/A

Describe:

d. Legally exempt center-based programs # 0

☐ N/A

Describe:

During the 2018 federal fiscal year only Department of Defense (DoD) child care programs following DoD standards were considered exempt in North Carolina. To receive subsidy payments these programs were to notify the DCDEE that they were following DoD standards if they wanted to participate in the Subsidized Child Care Assistance Program. No DoD programs contacted the DCDEE to receive subsidy payments October 1, 2017 to September 30, 2018.

e. In-home (care in the child's own home) # 0

☒ N/A

Describe:

In 2017-18 in home child care had not been publicized as an option.

f. Other (explain)

N/A

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

One goal for quality improvement in the 2016-18 CCDF Plan was to incorporate recommendations from a 2008-2011 QRIS Advisory committee into the early childhood system. As a part of a legislative mandate from the NC General Assembly to conduct a complete review of the NC Child Care rules, the Child Care Commission in 2017-2018 made rule changes which align with several recommendations of the QRIS advisory committee. The Rules Review process was completed in 2018 allowing the adoption, revision or repeal of rules which address quality improvement.

Instead of the Validation Study mentioned in the 2016-2018 CCDF Plan, North Carolina started in the summer of 2018 participating in the 2018 QRIS Think Tank to evaluate and

improve NC's rated license system. The areas of evaluation are Leadership and Governance, Equity, Improvement Supports, Financing, Stakeholder Engagement, Standards and QRIS Accountability and Rating. The Think Tank will provide an opportunity for North Carolina to assess the capacity for moving forward with changes with our rated license system that are based on research, reflect quality, and impact child outcomes.

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the State/Territory's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?



Yes.

If yes, describe:

The Division of Child Development and Early Education (DCDEE) Workforce Online Reporting and Knowledge System (WORKS) functions as a database and documentation of the child care workforce's educational attainments. DCDEE WORKS utilizes a web-based process designed to increase efficiency with which staff can process child care provider educational evaluation applications.



No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?

Describe:

2.1.2 Are any teachers/providers required to participate?

☒ Yes.

If yes, describe:

Staff in all child care positions must create a DCDEE WORKS account to electronically apply for qualification, upload education documents and gain access to their education evaluation results. Staff currently working in NC licensed child care facilities in all child care position(s) must meet minimum education requirements.

☐ No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 167,205

2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

☒ Scholarships (for formal education institutions)

2423

☒ Financial bonus/wage supplements tied to education levels

4782

☒ Career advisors, Mentors, Coaches, or Consultants

2410

☐ Reimbursement for training

#

☐ Loans

#

☐ Other.

Describe:

☐ N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional

development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

☒ Yes.

If yes, describe:

Through Smart Start 1,686 child care teachers received professional development advising and 873 teachers received non-scholarship assistance or incentives to attend and complete a college course.

CCR&RCore Services, Infant Toddler, Healthy Social Behaviors and School Age Initiatives provided 4,110 training sessions and trained 34,500 duplicated (23,204 unduplicated) licensed early care and education professionals in those sessions. Some of the types of training offered were: Beyond Band-Aids; Ready, Set, Go; NC Foundations for Early Learning & Development; Inclusion/Working with Children with Special Needs; Cultural Competence; Partnering with Parents: Preventing Child Abuse & Neglect; Emergency Preparedness; and other trainings on CCDF health and safety topics.

☐ No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the

different degrees at progressively higher levels is unknown.

#:

%:

b) How many had an Associate's degree in an early childhood education?

 Unknown

Describe:

A Level II Director (5 and 6 point level in Star-Rated License) must have at least an Associates degree in addition to credentials and portfolio. In 17-18 683 Directors had at least an Associates degrees -approximately 19%. This number does not include Centers in Residence administrators, GS 110-106 Directors or Directors in programs with any kind of special license (eg. Temporary) who may also have an Associates degree.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

 Unknown

Describe:

A Level III Director (7 point level in Star-Rated License) must have at least a Bachelor's degree in addition to credentials and portfolio. In 17-18 2,514 facility's had earned 7 points for their director, so this meant that their director had received a Level III Administration Credential with a Bachelor's degrees - approximately 69% of Directors. The data does not include Centers in Residence administrators, GS110-106 Directors or Directors in programs with any kind of special license (eg. Temporary) who may have a Bachelor's degree.

#:

%:

d) How many had a State child care credential?

☒ Unknown

Describe:

The NC Administration credential is required by Child Care Rule for Directors. The minimum number of Directors with a NC Administration Credential would have been 3,667 - 82% (Administrators with 1 to 7 points in Education in Star-Rated License) in 2017-18. The data does not represent the total number of Directors with a credential since some programs have more than one administrator, some programs may not be in compliance with the Child Care Rule and persons are given two years to complete the credential. This number also does not include Centers in Residence administrators, GS110-106 Directors or those having any kind of special license (eg. Temporary) who may have credentials.

#:

%:

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

These type of credentials are not currently specified in rule or law so would not be captured in this manner.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or

Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

b) How many had an Associate's degree in an early childhood education?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the

different degrees at progressively higher levels is unknown.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

 Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

d) How many had a State child care credential?

 Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%.:

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:.

%.:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:.

%.:

2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

b) How many had an Associate's degree in an early childhood education?

☒ Unknown

Describe:

In order for a Family Child Care Home Operator to achieve 7 points in the Star-Rated License, they must hold an Associates degree. Approximately 595 FCCH operators earned 7 points in Star-Rated License in 17-18 - 38% of FCCHs achieving 1 to 7 points. The data does not include Operators in programs with any kind of special license (eg. Temporary) who may have an Associate's degree.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg.

Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

d) How many had a State child care credential?

☒ Unknown

Describe:

In order for a Family Child Care Home Operator to achieve 3 to 7 points in the Star-Rated License, they must complete the Family Child Care credential or its equivalent. Approximately 1,279 operators held 3 to 7 points in Star-Rated License in 17-18 - 81%. The data does not include Operators in programs with any kind of special license (eg. Temporary) who may have an Associate's degree.

#:

%:

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status or current job/position, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). Each master file for a facility contains individual staff education records but, at this time, the records are hard copy. The state's Regulatory database maintains an aggregate record of each facility's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

b) How many had an Associate's degree in an early childhood education?

 Unknown

Describe:

A Level II Director (5 and 6 point level in Star-Rated License) must have at least an Associates degree in addition to credentials and portfolio. In 17-18 628 Directors in CCDF funded programs who had at least an Associates degree -approximately 19%. This number does not include Centers in Residence administrators, GS 110-106 Directors or Directors in programs with any kind of special license (eg. Temporary) who may also have an Associates degree.

#: 628
%: 19

c) How many had a Bachelor's degree in an early childhood education?

 Unknown

Describe:

A Level III Director (7 point level in Star-Rated License) must have at least a Bachelor's degree in addition to credentials and portfolio. In 17-18 1,821 CCDF funded facilities had earned 7 points for their director, so this meant that their director had received a Level III Administration Credential with a Bachelor's degrees - approximately 54% of Directors who serve CCDF funded children. The data does not include Centers in Residence administrators, GS110-106 Directors or Directors in programs with any kind of special license (eg. Temporary) who may have a Bachelor's degree.

#: 1821

#: 54

d) How many had a State child care credential?

☒ Unknown

Describe:

The minimum number of CCDF Directors with a NC Administration Credential is 2,893 (Administrators with 1 to 7 points in Education in Star-Rated License) in 2017-18 - 85%. The data does not represent the total number of Directors with a credential since some programs have more than one administrator, some programs may not be in compliance with the Child Care Rule and persons are given two years to complete the credential. This number also does not include Centers in Residence administrators, GS110-106 Directors or those having any kind of special license (eg. Temporary) who may have credentials.

#: 2893

#: 85

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

#:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience

teaching appropriate age group?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

b) How many had an Associate's degree in an early childhood education?

 Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

 Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

d) How many had a State child care credential?

 Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

e) How many had State infant and toddler credentials?

 Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or

coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

 Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

%:

2.9 Licensed family child care providers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

 Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

In order for a Family Child Care Home Operator to achieve 7 points in the Star-Rated License, they must hold an Associates degree. Approximately 533 CCDF funded FCCH operators earned 7 points in Star-Rated License in 17-18 - 46% The data does not include Operators in programs with any kind of special license (eg. Temporary) who may have an Associate's degree.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

In order for a Family Child Care Home Operator to achieve 3 to 7 points in the Star-Rated License, they must complete the Family Child Care credential or its equivalent.

Approximately 1,114 CCDF operators - 97% held 3 to 7 points in Star-Rated License in 17-18. The data does not include Operators in programs with any kind of special license (eg. Temporary) who may have an Associate's degree.

#:
%:

e) How many had State infant and toddler credentials?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☒ Unknown

Describe:

DCDEE WORKS is an online application which currently allows persons working in child care and the public to determine if they are qualified for 10 position types in child care. It is not designed to keep current data on active teachers'/administrators' education status, current job/position, or subsidy program participation, but rather the different staff qualifications the applicant met (Eg. Qualified to be a Director, School-

age Program Coordinator or Lead Teacher). In addition, though we have individual staff education records for a facility, the records are hard copy. The DCDEE Regulatory database is an aggregate record of each program's staff education. Therefore, the number of staff holding the different degrees at progressively higher levels is unknown.

#:
%:

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

☒ Yes.

If yes, %: 26.8

☐ No

☐ N/A

Describe:

26.8 % of CCDF funds were spent in contracts with CCR&R to provide training and professional development (PD) for the child care workforce. These funds include administrative costs of the contracts, personnel to create and provide the trainings/PD and follow-up technical assistance.

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

5.39 Million in State Appropriations in Smart Start and NC Pre-K

☐ No

☐ N/A

Describe:

2.10.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years to support the training and professional development of the child care workforce.

☐ No

☐ N/A

Describe:

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year.

Include examples and numeric targets where possible.

The measures described in the 2016-18 NC CCDF Plan to evaluate progress in training and professional development for the child care workforce included: 1) improved star-ratings, 2) increased points earned in education, 3) increased number of early childhood professionals who hold AA degrees/BK degrees and 4) increased percentage of early educators who are proficient or higher on summary evaluations.

1) Improved star ratings over time are evidence of progress made in the quality of child care programs.

Family Child Care Homes

1-Star 2-Star 3 Star 4 Star 5 Star

2008 31% 22% 17% 18% 12.4 %

2012 18% 17% 27% 24% 13%

2016 14% 10% 30% 34% 13%

2018 9% 10% 31% 39% 12%

Centers

1-Star 2-Star 3 Star 4 Star 5 Star

2008 12% 10% 23% 26% 29%

2012 3.7% 2.2% 24% 29% 41%

2016 2% .61% 20% 26% 52%

2018 2% .37% 19% 25% 53%

2) and 3) Increased points earned in education/increased number of early childhood professionals who hold AA degrees/BK degrees.

Data does not show an increase in education points from 2016-17, but the points remain fairly stable.

September 2016

Center administrators earning 7 points in education = 2,529

Family Child Care Homes earning 7 points in education = 685

September 2018

Center administrators earning 7 points in education = 2,514 Bachelor's degree (Early childhood related)

Family Child Care Homes earning 7 points in education = 595 Associates degree

4) increased percentage of early educators who are proficient or higher on summary evaluations would be the measures.

2016-17

·Out of the 441 Pre-k teachers in the system from that timeframe, 388 (87%) rated proficient or higher overall, on all five NC Professional Teaching Standards.

·Collectively the hubs served 674 NC Pre-K teachers. The turnover rate has been 25-35%.

2017-18

- Out of the 537 Pre-k teachers in the system, 463 (86%) rated proficient or higher, overall, on all five NC Professional Teaching Standards.
- Collectively the hubs served 697 NC Pre-K teachers.

In addition to the above indicators of progress in the 2016-18 CCDF Plan, Child Care Rules adopted between October 1, 2017 and September 30, 2018 related to professional development also give evidence of progress. The following rules related to professional development were effective October 2017.

Child Care Rules

https://ncchildcare.nc.gov/Portals/0/documents/pdf/D/DCDEE_Rulebook.pdf?ver=2019-04-04-104641-553

10A NCAC 09.1102 Requirement for administrators and staff to complete health and safety trainings within a year of employment.

10A NCAC 09.1104 All administrators and staff members must complete a professional development plan.

10A NCAC 09 .1102 (c),(d) First Aid and CPR are required trainings for all staff.

CCDF Contract with CCR&R

23,204 Number of unduplicated child care providers receiving professional development training.

3,683 Number of unduplicated child care providers trained in Continuing Education Unit courses.

4,119 Number of training sessions offered

1,202 Unduplicated providers across the state received CEUs through the Southwestern Child Development Commission (a CCR&R lead agency) online platform.

350,815 Number of children served by training participants.

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

The last revision to *NC Foundations for Early Learning and Development* was in 2013. At that time the document was revised to incorporate both *Infant-Toddler Foundations* and *Preschool Foundations* into a single document that describes children's learning and development from birth to age five. No changes have been made since this revision.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

☒ Yes.

If yes, %: 8.6

☐ No

☐ N/A

Describe:

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

Smart Start Funds for technical assistance (TA) are primarily focused on using the environmental rating scales to help centers improve their star rating or maintain an already high star rating.

3.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years on continuing to implement the early learning and development guidelines.

☐ No

☐ N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

North Carolina provided formal and informal professional development on *NC Foundations for Early Learning and Development*.

- CCR&R trained 1,213 unduplicated providers working in 281 child care programs. In addition, Train the Trainer events on NC Foundations for Early Learning and Development (NC FELD) were provided to 30 CCR&R staff.
- East Carolina University (ECU) and the University of North Carolina at Charlotte Early Educator Support, Licensure and Professional Development (EESLPD) offices provided NCFELDs training for teachers in their perspective regions through:

·Independent completion of Advanced Foundations Modules 1-6 (first year of service) and Modules 7-11 (second year of service) created by the Early Learning Network and housed on the Frank Porter Graham website, by all teachers (697) served by the two EESLPD

offices.

- A pacing guide was created by the ECU and UNC-Charlotte EESLPD offices to facilitate viewing of the modules and implementation of strategies learned into classroom practice.
- After viewing each module, teachers received follow-up and coaching from EESLPD Mentors and Evaluators on developing greater understanding and applying the content of the modules in their classrooms.

4) Developing, implementing, or enhancing a quality rating improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the State/Territory implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

North Carolina's Star Rated License System is part of the Division of Child Development and Early Education's child care licensing process and is based on the total number of points earned for meeting increasingly stringent levels of standards as star-ratings increase. This system was designed to help parents more easily differentiate the quality of child care programs. One star means a program meets minimum licensing requirements. Two to five stars means a program has voluntarily met progressively higher standards in staff education and program quality. The Staff Education rating reflects the education and experience of a program's staff (which positively impacts program quality). The program standards portion of the rating program reflects the quality of care children receive, and assesses child/adult interactions, classroom materials and indoor/outdoor equipment available for children, indoor/outdoor space per child, and staff-to-child ratios. Child care programs can earn up to seven points staff education and program standards. One extra "quality point" may be earned on each license by meeting additional education or program criteria not previously addressed. A facility can earn up to a total of fifteen points.

The star rated license system is tied to tiered subsidy reimbursement payments based on a program's star rated license. The higher number of stars a program achieves results in higher subsidy reimbursement rates. In 2012, NC's General Assembly enacted legislation that requires child care facility operators to have a star rated license of three stars or higher, or religious-sponsored programs must have a Notice of Compliance, to be eligible to participate in the Subsidized Child Care Assistance program.

North Carolina recognizes highest quality care as four or five star rated licensed programs. Four and five star programs demonstrate higher staff education and program standards than other programs. The NC Pre-kindergarten programs must achieve and maintain a four or five star rated license, along with additional standards that exceed the four or five star standards.

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- ☐ Yes, the State/Territory QRIS is now operating
State/Territory-wide
- ☐ Yes, the State/Territory QRIS is now operating as a pilot, in a few
localities, or only a few levels
- ☐ Yes, the State/Territory is now operating another system of quality
improvement.

Describe:

- ☐ Yes, the State/Territory no longer has a QRIS.
- ☒ No, the status of the State/Territory QRIS has not changed as of September 30th
of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

- ☐ Yes
 - ☐ Added licensed family child care
 - ☐ Removed licensed family child care
 - ☐ Added legally exempt family child care (care in providers' home)
 - ☐ Removed legally exempt family child care (care in providers'
home)
 - ☐ Added licensed center-based programs
 - ☐ Removed licensed center-based programs
 - ☐ Added legally exempt center-based programs
 - ☐ Removed legally exempt center-based programs
 - ☐ Added in-home (care in the child's own home)
 - ☐ Removed in-home (care in the child's own home)
 - ☐ Other.

Describe:

- ☒ No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

☒ Yes

Describe;

North Carolina's Star Rated License System is embedded into the child care licensing process and is based on the total number of points earned for meeting progressively stringent levels of standards as star-ratings increase. One star is mandatory for programs that meet minimum licensing requirements. Two to five stars means a program has voluntarily met higher standards in staff education and program quality.

☐ No

☐ N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 778
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 3118
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0

☐ N/A

Describe:

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 9018
- b) 3 years up to kindergarten entry # 21081
- c) School Aged (post kindergarten entry) # 19596
- d) Other. Describe:

High quality care in a, b and c is defined as 4 and 5 star programs.

☐ N/A

Describe:

4.6 Provide the percentage of CCDF children in high quality care by age grouping as

of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 12
- b) 3 years up to kindergarten entry % 29
- c) School Aged (post kindergarten entry) % 27
- d) Other. Describe:

N/A

☐ N/A

Describe:

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

4300

☐ N/A

Describe:

ii. Licensed Family Child Care Homes:

1529

☐ N/A

Describe:

iii. License-Exempt Providers:

0

☐ N/A

Describe:

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

☐ N/A

Describe:

4462

% 89

ii. Licensed Family Child Care Homes:

☐ N/A

Describe:

1581

% 97

iii. License-Exempt Providers:

☐ N/A

Describe:

N/A

0

% 0

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

☒ Yes

a) Licensed center-based programs: # 140

b) Licensed Family Child Care Homes: # 44

c) Legally exempt care in providers home: # 0

d) Legally exempt center-based programs: # 0

e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to

(or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 354
- b) Licensed Family Child Care Homes: # 85
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 2759
- b) Licensed Family Child Care Homes: # 559
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 3247
- b) Licensed Family Child Care Homes: # 604
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0

e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

☒ Yes.

If yes, %: 10.9

☐ No

☐ N/A

Describe:

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

3.3 Million The funds are a combination of State Appropriations and NC Lottery.

☐ No

☐ N/A

Describe:

4.12.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

☒ Yes.

If yes, describe :

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years to support the QRIS or other quality rating system.

☐ No

☐ N/A

Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Improved star ratings over time are evidence of progress made in the quality of child care programs.

Family Child Care Homes

1-Star 2-Star 3 Star 4 Star 5 Star

2008 31% 22% 17% 18% 12.4 %

2012 18% 17% 27% 24% 13%

2016 14% 10% 30% 34% 13%

2018 9% 10% 31% 39% 12%

Centers

1-Star 2-Star 3 Star 4 Star 5 Star

2008 12% 10% 23% 26% 29%

2012 3.7% 2.2% 24% 29% 41%

2016 2% .61% 20% 26% 52%

2018 2% .37% 19% 25% 53%

[https://ncchildcare.nc.gov/Portals/0/documents/pdf/2/2016-17_NC_Pre-](https://ncchildcare.nc.gov/Portals/0/documents/pdf/2/2016-17_NC_Pre-K_Eval_Report.pdf?ver=2018-12-13-162243-093)

[K_Eval_Report.pdf?ver=2018-12-13-162243-093](https://ncchildcare.nc.gov/Portals/0/documents/pdf/2/2016-17_NC_Pre-K_Eval_Report.pdf?ver=2018-12-13-162243-093) 2016-17 NC Pre-K Statewide Evaluation.

Includes tables showing progress in various aspects of quality over time.

https://ncchildcare.nc.gov/Portals/0/documents/pdf/2/2017-18_NC_Pre-K_Eval_Report.pdf?ver=2019-04-23-115537-033 2017-18 NC Pre-K Statewide Evaluation. Includes tables showing progress in various aspects of quality over time.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers # 21
- b) Number of Specialists available to providers serving CCDF children # 21
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 0
- d) Number of providers served # 795
- e) Total number of children reached # 6342

☐ N/A

Describe:

- d) 795 classrooms

5,067 technical assistance visits with teachers and administrators.

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers # 2147
- b) Number of licensed family child care providers # 0
- c) Number of license-exempt providers of care in their home # 0
- d) Number of center directors # 435

☒ N/A

Describe:

- d) Includes Directors and Assistant Directors.

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers # 100
- b) Number of licensed family child care providers # 0
- c) Number of license-exempt providers of care in their home # 0
- d) Number of center directors # 0

☐ N/A

Describe:

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

- a) Consultants available in State # 65
- b) Consultants available to providers serving CCDF children # 65

☒ N/A

Describe:

NOTE:NC did not have Child Care Health Consultants (CCHC) who were solely infant toddler-focused, but it did have 65 CCHCs who included infant and toddlers in their scope of technical assistance and trainings.

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

☐ Yes

(please provide link)

☐ No

☒ N/A

Describe:

Though not an analysis, many of the Child Care Resource and Referrals have a database of child care programs for their areas which include infant and toddler care.
<https://www.childcareservices.org/families/fs/finding/child-care-search-portal/>

CCR&Rtrack requests for referrals. They can provide supply and demand reports upon request.

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: # 0

Describe what the hub provides to participating FCC providers:

N/A

☐ N/A

Describe:

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

☒ Yes.

If yes, %: 15.6

☐ No

☐ N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

\$613K of State appropriations provided technical assistance to improve the quality of infant and toddler care.

☐ No

☐ N/A

Describe:

5.7.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years to improve the supply and quality of child care programs and services for infants and toddlers.

☐ No

☐ N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

- 795 classrooms in 83 counties requested and received technical assistance from the team of 22 Infant Toddler Specialists (ITS). This number includes 2139 unduplicated teachers and directors.

208 training sessions were conducted during the year with 3074 (unduplicated) participants from 74 counties on a variety of infant toddler specific topics. Two new CEUs and a developmental screening workshop were developed and approved focusing on infant toddler topics. *Promoting Developmentally Appropriate Practice in Infant and Toddler Classrooms*

(CEU)

Increasing Quality with ITERS-R Today and Every day! (CEU)

Understanding Monitoring and Developmental Screening

- 90 of NC's 100 counties were served by the NC Infant Toddler Quality Enhancement Project during FY17-18.
- 157 classrooms that participated in intensive technical assistance related to quality improvement as measured by the Infant Toddler Environment Rating Scale, Revised Edition (ITERS-R) improved in quality by an average of 1.70 points from the pre-assessment to the post-assessment.
- 28% (703) of the QRIS assessments conducted by the NC Rated License project were conducted in Infant and Toddler classrooms utilizing the I/T Environment Rating Scales. The project also conducted 44 learning events to 492 participants on Infant/Toddler Quality. Again, the average increase in scores on the ITERS-R was 1.7 from pre-assessment to post assessment.

6) Establishing or expanding a statewide system of child care resource and referral services

Goal: State/Territory provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

North Carolina has had a statewide CCR&R system for over 15 years. This system provides consumer education for parents, professional development for the workforce and technical assistance for programs. The statewide Infant/Toddler Quality Enhancement Project as well as the statewide Healthy Social Behavior project lives within the CCR&R system. There was a 3% cost of living increase in funding for CCR&R Core Activities effective on 7/1/18, and funding was also increased to support professional development and travel for CCR&R staff. There was also the addition of one Infant Toddler Specialist, three Expulsion Prevention Specialists, an Healthy Social Behavior Administrative Assistant, and funding to train up to 200 ECE professionals on social-emotional development and the Teaching Pyramid Model framework for the Healthy Social Behaviors Project.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

☐ Yes

Describe:

☒ No

☐ N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

☒ Yes.

If yes, %: 7.3

☐ No

☐ N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

6.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds to establish or expand a statewide CCR&R?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years to expand a statewide CCR&R

The CCR&RCouncil received a 2% increasefor all activities in the contract.

Additionally, the Council has requested 2 additional School-Age Specialists, a person with a focus on Family Child Care Homes, 3 new Infant Toddler statewide positions, 11 new Behavior Specialists and addition of a Pyramid Model Program-Wide Fidelity Implementation Pilot in the Healthy Social Behaviors Project.

☐ No

☐ N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Improved star ratings over time are evidence of progress made in the quality of child care programs.

Family Child Care Homes

1-Star 2-Star 3 Star 4 Star 5 Star

2008 31% 22% 17% 18% 12.4 %

2012 18% 17% 27% 24% 13%

2016 14% 10% 30% 34% 13%

2018 9% 10% 31% 39% 12%

Centers

1-Star 2-Star 3 Star 4 Star 5 Star

2008 12% 10% 23% 26% 29%

2012 3.7% 2.2% 24% 29% 41%

2016 2% .61% 20% 26% 52%

2018 2% .37% 19% 25% 53%

CCR&R Contracts

6,503 Number of unduplicated child care classrooms receiving technical assistance services to increase the quality of child care services and to support the professional development needs of child care providers.

23,204 Number of unduplicated participants receiving professional development training.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

Goal: To ensure child care providers maintain compliance with State/Territory licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

☐ Yes.

☒ No.

If not, describe:

Many of the NC Child Care Rules reflect the standards in *Caring for Our Children Basics*. Over the last few years, the NC Child Care Commission completed a review and re-adoption of the child care requirements. During the review, standards from Caring for Our Children were incorporated where possible,

b) Head Start

☐ Yes.

☒ No.

If not, describe:

Head Start Standards are aligned with Caring for Our Children. They have some higher standards than what is in the NC Child Care Rules.

c) State pre-k

☒ Yes.

☐ No.

If not, describe:

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

☒ Licensing Standards

☒ Ongoing health and safety training or education

☒ Monitoring Protocols

☐ N/A

Describe:

Licensing Standards

10A NCAC 09.1101

New employees who are expected to have contact with children receive 16 hours of on-site orientation within the first six weeks of employment. Part of that orientation includes a review of the NC child care licensing law and rules. Trainings on licensing standards are one of the acceptable topic areas that can be completed to meet ongoing training requirements. NC child care staff are required to complete between 5 and 20 clock hours of ongoing training depending on their level of education.

Health and safety training

10A NCAC 09.1102

Certain health and safety training topics must be completed with the first 2 weeks or 6 weeks of employment.

First 2 weeks: Information regarding recognizing, responding to, and reporting child abuse, neglect or maltreatment; Center's operational policies including the safe sleep policy for infants; transportation policy; identifying building and premises safety issues; emergency preparedness and response plan; emergency medical care plan; adequate supervision of children; information regarding prevention of shaken baby syndrome and abusive head trauma/child maltreatment; and prevention and control of infectious

diseases, including immunizations.

First 6 weeks: Maintenance of a safe and healthy environment; instruction in administration of medication; prevention of and response to emergencies due to food and allergic reactions; and review of the center's handling and storage of hazardous materials and the appropriate disposal of bio-contaminants.

10A NCAC 09.1101 (b) Health and Safety training shall be completed as part of on-going training so that every five years, all of the topic areas required by CCDBG Final Rule have been covered.

Monitoring protocols

10A NCAC 09.1101 Within the first six weeks of employment orientation training is provided which addresses first hand observation of the center's daily operations, instructions in the employee's assigned duties, and an explanation of the role of State and local government agencies in the regulation of child care, their impact on the operation of the center, and their availability as a resource.

Ongoing training may address monitoring protocols. However, typically, ongoing trainings related to monitoring protocols are related to preparing programs for environmental rating scale assessments.

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

- a) Licensed providers # 1869
- b) Licensed-exempt providers # 0

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year? 4 days

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 1987

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 685

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 39

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 19

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

N/A

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

a) Licensed child care center staff: # 1748

b) Licensed family child care staff: # 154

c) Licensed exempt child care staff: # 0

d) Licensed exempt family child care staff: # 0

☐ e) N/A

Describe:

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

☒ Yes.

If yes, %: 3.3

☐ No

☐ N/A

Describe:

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

430K State Appropriations

☐ No

☐ N/A

Describe:

7.5.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards.

☐ No

☐ N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The agency uses the Star Rated License System data to measure the success of programs in achieving and maintaining higher star ratings. Data from 2016-2018 indicates the majority of child care centers achieved and maintained four to five stars. The overall data for family child care homes show majority are rated at a three or four star rated license. The agency is working more closely with potential family child care home providers through the pre-licensing phase. Potential family child care home providers are now required to complete a Pre-Licensing Workshop, which includes information about NC's star rated license system, the benefits of participating in the system, and resources to help get started in the process.

The agency continues to provide consumer education and increased parent outreach efforts by making information about North Carolina child care providers available on the Division's Child Care Facility Search Site, which includes star rated license information.

Data collected on the number of violations cited based on types and the number of complaint visits is used to assist in identifying training and technical assistance needs. Data is shared with partners to help determine regional and statewide needs related to violations of child care requirements.

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Environment Rating Scale Assessments appropriate to the ages of children in care (Early Childhood Environment Rating Scale-R, Infant Toddler Environment Rating Scale-R, Family Child Care Environment Rating Scale-R and School-Age Environment Rating Scale-U)

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

Providers have access to developmental assessment resources on the DCDEE website.

One tool is not used statewide.

NC Pre-K programs are required to complete developmental screenings and utilize formative assessments in classrooms which are licensed by the agency.

d) Other, describe:

NA

☐ N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Highly trained assessors evaluate the quality of Family Child Care Homes using the Family Child Care Environment Rating Scale-R. The observation takes approximately three hours. During that period the assessor will observe a wide variety of interactions, activities, and materials as required by the rating scale. The assessment includes a 30 to 45 minute interview with the FCCH operator.

b) To measure effective practice, describe:

Family Child Care Environment Rating Scale-R has some practice components.

c) To measure age appropriate child development, describe:

There are no requirements for assessing age-appropriate child development in a Family Child Care Home (FCCH); however a variety of resources are available for FCCH providers who want to conduct developmental assessments on the Division's website.

https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/C/CCDF_Developmental_Screening.pdf?ver=2018-08-27-080154-917.

Child Care Consultants monitor to ensure operators have developmentally appropriate equipment and materials and activities by observing interactions and materials in the FCCH and by reviewing FCCH operator activity plans.

d) Other, describe:

N/A

☐ N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

☒ Yes.

If yes, %: 14.4

☐ No

☐ N/A

Describe:

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

1.8M The funds used were a combination of state appropriations and NC Education Lottery.

☐ No

☐ N/A

Describe:

8.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years to facilitate compliance with State/Territory requirements on evaluating the quality of child care programs in their state.

☐ No

☐ N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Improved star ratings over time are evidence of progress made in the quality of child care programs.

Family Child Care Homes

1-Star 2-Star 3 Star 4 Star 5 Star

2008 31% 22% 17% 18% 12.4 %

2012 18% 17% 27% 24% 13%

2016 14% 10% 30% 34% 13%

2018 9% 10% 31% 39% 12%

Centers

1-Star 2-Star 3 Star 4 Star 5 Star

2008 12% 10% 23% 26% 29%
2012 3.7% 2.2% 24% 29% 41%
2016 2% .61% 20% 26% 52%
2018 2% .37% 19% 25% 53%

https://ncchildcare.nc.gov/Portals/0/documents/pdf/2/2016-17_NC_Pre-K_Eval_Report.pdf?ver=2018-12-13-162243-093 2016-17 NC Pre-K Statewide Evaluation. Includes tables showing progress in various aspects of quality over time.

https://ncchildcare.nc.gov/Portals/0/documents/pdf/2/2017-18_NC_Pre-K_Eval_Report.pdf?ver=2019-04-23-115537-033 2017-18 NC Pre-K Statewide Evaluation. Includes tables showing progress in various aspects of quality over time.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers # 0
- b) Number of licensed FCC providers # 0
- c) Number of center based providers that serve CCDF children # 0
- d) Number of FCC providers that serve CCDF children # 0

☒ N/A

Describe:

DCDEE does not provide funding for programs pursuing accreditation due to providing funding to support programs achieving higher stars in the the state's Rated License System.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or

child development?

☐ Yes.

If yes, %:

☒ No

☐ N/A

Describe:

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

9.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- ☒ Yes.
- ☐ No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

- ☒ Health, nutrition, and safety of child care settings
- ☐ Physical activity and physical development in child care settings
- ☐ Mental health of children
- ☒ Learning environment and curriculum
- ☒ Ratios and group size
- ☒ Staff/provider qualifications and professional development
- ☐ Teacher/provider-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☐ Other

Describe:

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

☒ Yes.

If yes, %: 2.9

☐ No

☐ N/A

Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

Shape NC - Smart Start

1,152,932 Federal SHAPE (Corporation for National and Community Service)

829,478 BCBS Foundation SHAPE

Total = 1,982,410

☐ No

☐ N/A

Describe:

10.2.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years to facilitate compliance with State/Territory requirements to support the development or adoption of high-quality program standards.

☐ No

☐ N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Preliminary results show that in the first year of the ShapeNC project, the percentage of participating children in the 20 centers at a healthy weight increased from 66.2% at baseline to 71.5% at the end of the school year. This is a larger improvement than the comparison group, but it is not a statistically significant difference ($p=.1$). Child care center use of best practices as measured by Go NAP SACC is not available for FY 17-18 as there was not a follow up assessment in the fiscal year.

Rules adopted or amended between October 1, 2017 and September 30, 2018 related to health, mental health, nutrition, physical activity, and physical development for Centers and Family Child Care Homes included:

10A NCAC 09

- .0510(d)(2)(B); .1718(c) A daily time limit for screen time of thirty minutes is now required in addition to the weekly limit of two and a half hours. All children under three years of age are prohibited from screen time usage rather than under two years of age.
- .0510(e)(6); .1718(a)(5) Tummy time for children under twelve months must be supervised.

- .0601(b) requirement added for maintaining manufacturer's instructions for commercially manufactured equipment and furnishings.

- .0604(h); .1719(a)(10) Centers, Centers in Residence and FCCH must be smoke free and tobacco free for the entire premises (FCCH - during operating hours). Added other derivatives to list of tobacco and smoking products.
- .0604(g); .1719(a)(3) Materials used for starting fires must be kept in locked storage. (used to be out of reach)
- .0604(v); .1703(a)(8) Biocontainment storage and disposal requirement to dispose of in a covered, plastic lined receptacle.
- .0604(e); .1703(a)(17) Children may not be allowed to play on outdoor equipment if equipment is too hot to touch.

- .0604(f) requirement added regarding being barefoot when equipment and surfacing is too hot to touch
- .0604(r),(s) Restrictions added regarding trampolines and inflatables
- .0606(a)(2); .1724(a)(1) Added wedges to the list of items that cannot be in an infant's crib
- .0606(a)(3); .1724(a)(4) Children cannot be swaddled.
- .0606(a)(7); .1724(a)(7) Required to visually check sleeping infants at least every 15 minutes and maintain documentation for one month
- .0606(a)(8); .1724(a)(9) Pacifiers that attach to infant clothing cannot be with a sleeping infant.
- .0606(a)(9); .1724(a)(10) Infants must sleep alone.
- .0701; Health standards for an uncompensated provider added to require medical, TB test, health questionnaire, and emergency information.
- .0802(e); .1721(e)(3) Incident reports are now required for all injuries but only those needing medical care are required to be mailed to the Division.
- .0804(a) Conditions for exclusion were revised to match the American Academy of Pediatrics.
- .1102(c), (d) First Aid and CPR are now required for all staff.
- .1102(g); .1729(a)(9) All staff are required to complete *Recognizing and Responding to Suspicions of Child Maltreatment* training.
- .1102 Requirement for administrators and staff to complete health and safety trainings within a year of employment.
- .1104 All administrators and staff members must complete a professional development plan.

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

The Child Care Resource and Referral System implements the Healthy Social Behaviors (HSB) project using CCDF funding. Below are outputs from the HSB project for 2017-18.

3,503 on-site technical assistance consultations were conducted with 1,058 unduplicated providers, including 1,021 on-site consultations with 358 directors.

The expulsion prevention specialists developed a training series, Solutions to the Dilemma, around the Expulsion Prevention Policy, including:

Reducing Suspension &Expulsion in ECE Programs, a 1.5-hour introductory training, and Policies and Practices for Creating A Climate of Support to Reduce Suspension &Expulsion in ECE Programs, a 0.5 CEU.

2,852 (82%) unduplicated providers participated in 667.5 contact hours of training, including 305 CEU-bearing hours, 66 training hours in response to A&Nsubstantiations, and 72 training hours on suspension and expulsion.

The 14 regional social-emotional resource lists were updated and distributed to CCR&Rlead agencies in June 2018.

3 Modules totaling 1.5 CEU were developed specific to use of the Pyramid Model in infant and toddler classrooms:

- 107 NC Pre-K providers unable to attend the multi-day Institute in April 2018 received training in 5 cohorts prior to April.
- 159 early childhood and higher education professionals were trained at the multi-day Institute in April 2018.

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

☒ Yes.

If yes, %: 9.1

☐ No

☐ N/A

Describe:

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

3.45 M State Appropriations and NC Education Lottery

☐ No

☐ N/A

Describe:

11.2.3 Does the State/Territory expect to use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

☒ Yes.

If yes, describe:

DCDEE expects to increase spending by at least 2% over a period of 3 to 4 years on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible.

☐ No

☐ N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care

programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)

a) Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

N/A

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

N/A